



## APPENDICES

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## Appendix A

### Relationship of Hearing Loss to Listening and Learning Needs

#### 16–25 dB HEARING LOSS

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Impact of a hearing loss that is approximately 20 dB can be compared to ability to hear when index fingers are placed in your ears.</li> <li>■ Child may have difficulty hearing faint or distant speech. At 16 dB, student can miss up to 10% of speech signal when teacher is at a distance greater than 3 feet.</li> <li>■ A 20 dB or greater hearing loss in the better ear can result in absent, inconsistent, or distorted parts of speech, especially word endings (<i>s</i>, <i>ed</i>) and unemphasized sounds.</li> <li>■ Percent of speech signal missed will be greater whenever there is background noise in the classroom, especially in the elementary grades when instruction is primarily verbal and younger children have greater difficulty listening in noise.</li> <li>■ Young children have the tendency to watch and copy the movements of other students rather than attending to auditorily fragmented teacher directions.</li> </ul>	<ul style="list-style-type: none"> <li>■ May be unaware of subtle conversational cues that could cause child to be viewed as inappropriate or awkward.</li> <li>■ May miss portions of fast-paced peer interactions that could begin to have an impact on socialization and self-concept.</li> <li>■ Behaviour may be confused for immaturity or inattention.</li> <li>■ May be more fatigued due to extra effort needed for understanding speech.</li> </ul>	<ul style="list-style-type: none"> <li>■ Noise in typical classroom environments impede child from having full access to teacher instruction. Will benefit from improved acoustic treatment of classroom and soundfield amplification.</li> <li>■ Favourable seating necessary.</li> <li>■ May often have difficulty with sound/letter associations and subtle auditory discrimination skills necessary for reading.</li> <li>■ May need attention to vocabulary or speech, especially when there has been a long history of middle ear fluid.</li> <li>■ Depending on loss configuration, may benefit from low power hearing aid with personal FM system.</li> <li>■ Appropriate medical management necessary for conductive losses.</li> <li>■ In-service on impact of “minimal” 15–25 dB hearing loss on language development, listening in noise, and learning is required for teacher.</li> </ul>

#### 26–40 dB HEARING LOSS

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Effect of a hearing loss of approximately 20 dB can be compared to ability to hear when index fingers are placed in ears, therefore a 26–40 dB hearing loss causes greater listening difficulties than a “plugged ear” loss.</li> <li>■ Child can “hear” but misses fragments of speech leading to misunderstanding.</li> <li>■ Degree of difficulty experienced in school will depend upon noise level in the classroom, distance from the teacher, and configuration of the hearing loss, even with hearing aids. At 30 dB, can miss 25–40% of the speech signal; at 40 dB, may miss 50% of class discussions, especially when voices are faint or speaker is not in line of vision.</li> <li>■ Will miss unemphasized words and consonants, especially when a high frequency hearing loss is present.</li> <li>■ Often experiences difficulty learning early reading skills such as letter/sound associations.</li> <li>■ Child's ability to understand and succeed in the classroom will be substantially diminished by speaker distance and background noise, especially in the elementary grades.</li> </ul>	<ul style="list-style-type: none"> <li>■ Barriers begin to build with negative impact on self-esteem as child is accused of “hearing when he/she wants to,” “daydreaming,” or “not paying attention.”</li> <li>■ May believe he/she is less capable due to difficulties understanding in class.</li> <li>■ Child begins to lose ability for selective listening and has increasing difficulty suppressing background noise causing the learning environment to be more stressful.</li> <li>■ Child is more fatigued due to effort needed to listen.</li> </ul>	<ul style="list-style-type: none"> <li>■ Noise in typical class will impede child from full access to teacher instruction.</li> <li>■ Will benefit from hearing aid(s) and use of a desktop or ear level FM system in the classroom.</li> <li>■ Needs favourable acoustics, seating, and lighting.</li> <li>■ May need attention to auditory skills, speech, language development, speech reading, and/or support in reading and self-esteem.</li> <li>■ Amount of attention needed is typically related to the degree of success of intervention prior to 6 months of age to prevent language and early learning delays.</li> <li>■ Teacher in-service on impact of so-called “mild” hearing loss on listening and learning is needed to convey that it is often greater than expected.</li> </ul>

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## Appendix A

### Relationship of Hearing Loss to Listening and Learning Needs

#### 41–55 dB HEARING LOSS

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Consistent use of amplification and language intervention prior to age 6 months increases the probability that the child's speech, language, and learning will develop at a normal rate.</li> <li>■ Without amplification, understands conversation at a distance of 3–5 feet, if sentence structure and vocabulary are known.</li> <li>■ The amount of speech signal missed can be 50% or more with 40 dB loss and 80% or more with 50 dB loss.</li> <li>■ Without early amplification, the child is likely to have delayed or disordered syntax, limited vocabulary, imperfect speech production, and flat voice quality.</li> <li>■ Addition of a visual communication system to supplement audition may be indicated, especially if language delays and/or additional disabilities are present.</li> <li>■ Even with hearing aids, child can "hear" but may miss much of what is said if classroom is noisy or reverberant.</li> <li>■ With personal hearing aids alone, ability to perceive speech and learn effectively in the classroom is at high risk.</li> <li>■ A personal FM system to overcome classroom noise and distance is typically necessary.</li> </ul>	<ul style="list-style-type: none"> <li>■ Barriers build with negative impact on self-esteem as child is accused of "hearing when he/she wants to," "daydreaming," or "not paying attention."</li> <li>■ Communication will be significantly compromised with this degree of hearing loss if hearing aids are not worn.</li> <li>■ Socialization with peers can be difficult, especially in noisy settings such as cooperative learning situations, lunch, or recess.</li> <li>■ May be more fatigued than classmates due to effort needed to listen.</li> </ul>	<ul style="list-style-type: none"> <li>■ Consistent use of amplification (hearing aids + FM) is essential.</li> <li>■ Needs favourable classroom acoustics, seating, and lighting.</li> <li>■ Consultation/program supervision by a specialist in childhood hearing impairment to coordinate services is important.</li> <li>■ Depending on intervention success in preventing language delays, special academic support is necessary if language and academic delays are present.</li> <li>■ Attention to growth of oral communication, reading, written language skills, auditory skill development, speech therapy, and self-esteem likely.</li> <li>■ Teacher in-service is required with attention to communication access and peer acceptance.</li> </ul>

#### 56–70 dB HEARING LOSS

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Even with hearing aids, child will typically be aware of people talking around him/her, but will miss parts of words said resulting in difficulty in situations requiring verbal communication (both one-to-one and in groups).</li> <li>■ Without amplification, conversation must be very loud to be understood; a 55 dB loss can cause a child to miss up to 100% of speech information without functioning amplification.</li> <li>■ If hearing loss is not identified before age 1 year and appropriately managed, delayed spoken language, syntax, reduced speech intelligibility, and flat voice quality is likely.</li> <li>■ Age when first amplified, consistency of hearing aid use, and success of early language intervention are strongly tied to speech, language, and learning development.</li> <li>■ Addition of visual communication system is often indicated if language delays and/or additional disabilities are present. Use of a personal FM system will reduce the effects of noise and distance and allow increased auditory access to verbal instruction. With hearing aids alone, ability to understand in the classroom is greatly reduced by distance and noise.</li> </ul>	<ul style="list-style-type: none"> <li>■ If hearing loss was late-identified and language delay was not prevented, communication interaction with peers will be significantly affected.</li> <li>■ Children will have greater difficulty socializing, especially in noisy settings such as lunch, cooperative learning situations, or recess.</li> <li>■ Tendency for poorer self-concept and social immaturity may contribute to a sense of rejection; peer in-service is helpful.</li> </ul>	<ul style="list-style-type: none"> <li>■ Full-time consistent use of amplification (hearing aids + FM system) is essential.</li> <li>■ May benefit from frequency transposition (frequency compression) hearing aids depending upon loss configuration.</li> <li>■ May require intense support in development of auditory, language, speech, reading, and writing skills.</li> <li>■ Consultation/supervision by a specialist in childhood hearing impairment to coordinate services is important.</li> <li>■ Use of sign language or a visual communication system by children with substantial language delays or additional learning needs may be useful to access linguistically complex instruction.</li> <li>■ Accommodations (notetaking, captioned films, etc.) are often needed.</li> <li>■ Teacher in-service required.</li> </ul>

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## Appendix A

### Relationship of Hearing Loss to Listening and Learning Needs

#### 71–90 dB and 91+ dB

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ The earlier the child wears amplification consistently with concentrated efforts by parents and caregivers to provide rich language opportunities throughout everyday activities and/or provision of intensive language intervention (sign or verbal), the greater the probability that speech, language, and learning will develop at a relatively normal rate.</li> <li>■ Without amplification, children with 71–90 dB hearing loss may only hear loud noises about 1 foot from ear.</li> <li>■ When amplified optimally, children with hearing ability of 90 dB or better should detect many sounds of speech if presented from close distance or via FM.</li> <li>■ Individual ability and intensive intervention prior to 6 months of age will determine the degree that sounds detected will be discriminated and understood by the brain into meaningful input.</li> <li>■ Even with hearing aids, children with 71–90 dB loss are typically unable to perceive all high-pitch speech sounds sufficiently to discriminate them or benefit from incidental listening, especially without the use of FM.</li> <li>■ The child with hearing loss greater than 70 dB may be a candidate for cochlear implant(s) and the child with hearing loss greater than 90 dB will not be able to perceive most speech sounds with traditional hearing aids.</li> <li>■ For full access to language to be available visually through sign language or cued speech, family members must be involved in child's communication mode from a very young age.</li> </ul>	<ul style="list-style-type: none"> <li>■ Depending on success of intervention in infancy to address language development, the child's communication may be minimally or significantly affected.</li> <li>■ Socialization with hearing peers may be difficult.</li> <li>■ Children in general education classrooms may develop greater dependence on adults due to difficulty perceiving or comprehending oral communication.</li> <li>■ Children may be more comfortable interacting with peers who are Deaf and/or hard of hearing due to ease of communication.</li> <li>■ Relationships with peers and adults who have hearing loss can make positive contributions toward the development of a healthy self-concept and a sense of cultural identity.</li> </ul>	<ul style="list-style-type: none"> <li>■ There is no one communication system that is right for all children who are hard of hearing and/or Deaf and their families.</li> <li>■ Whether a visual communication approach or auditory/oral approach is used, extensive language intervention, full-time consistent amplification use, and constant integration of the communication practices into the family by 6 months of age will highly increase the probability that the child will become a successful learner.</li> <li>■ Children with late-identified hearing loss (i.e., after 6 months of age) will have delayed language.</li> <li>■ This language gap is difficult to overcome, and the educational programming of a child with hearing loss, especially those with language and learning delays secondary to hearing loss, requires the involvement of a consultant or teacher with expertise in teaching children with hearing loss.</li> <li>■ Depending on the configuration of the hearing loss and individual speech perception ability, frequency transposition (frequency compression) aids or cochlear implantation may be options for better access to speech.</li> <li>■ If an auditory/oral approach is used, early training is needed on auditory skills, spoken language, concept development, and speech.</li> <li>■ If culturally Deaf emphasis is selected, frequent exposure to Deaf ASL users is important.</li> <li>■ Educational placement with other signing Deaf and/or hard of hearing students (special school or classes) may be a more appropriate option to access a language-rich environment and free-flowing communication.</li> <li>■ Support services and continual appraisal of access to communication and verbal instruction is required.</li> <li>■ Notetaking, captioning, captioned films, and other visual enhancement strategies are necessary. Training in pragmatic language use and communication repair strategies is helpful.</li> <li>■ In-service of general education teachers is essential.</li> </ul>

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## Appendix A

### Relationship of Hearing Loss to Listening and Learning Needs

<b>UNILATERAL HEARING LOSS</b>		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Child can “hear” but can have difficulty understanding in certain situations, such as hearing faint or distant speech, especially if poor ear is aimed toward the person speaking.</li> <li>■ Will typically have difficulty localizing sounds and voices using hearing alone.</li> <li>■ The unilateral listener will have greater difficulty understanding speech when environment is noisy and/or reverberant, especially when normal ear is toward the overhead projector or other competing sound source and poor hearing ear toward the teacher.</li> <li>■ Exhibits difficulty detecting or understanding soft speech from the side of the poor hearing ear, especially in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>■ Child may be accused of selective hearing due to discrepancies in speech understanding in quiet versus noise.</li> <li>■ Social problems may arise as child experiences difficulty understanding in noisy cooperative learning or recess situations.</li> <li>■ May misconstrue peer conversations and feel rejected or ridiculed.</li> <li>■ Child may be more fatigued in classroom due to greater effort needed to listen if class is noisy or has poor acoustics.</li> <li>■ May appear inattentive, distractible, or frustrated, with behaviour or social problems sometimes evident.</li> </ul>	<ul style="list-style-type: none"> <li>■ Allow child to change seat locations to direct the normal hearing ear toward the primary speaker.</li> <li>■ Student is at 10 times the risk for educational difficulties as children with 2 normal hearing ears, and 1/3 to 1/2 of students with unilateral hearing loss experience significant learning problems.</li> <li>■ Children often have difficulty learning sound/letter associations in typically noisy Kindergarten and Grade 1 settings.</li> <li>■ Educational and audiological monitoring is warranted.</li> <li>■ Teacher in-service is beneficial.</li> <li>■ Typically will benefit from a personal FM system with low gain/power or a soundfield FM system in the classroom, especially in the lower grades.</li> <li>■ Depending on the hearing loss, may benefit from a hearing aid in the impaired ear.</li> </ul>
<b>MID-FREQUENCY HEARING LOSS or REVERSE SLOPE HEARING LOSS</b>		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Child can “hear” whenever speech is present but will have difficulty understanding in certain situations.</li> <li>■ May have difficulty understanding faint or distant speech, such as a student with a quiet voice speaking from across the classroom.</li> <li>■ The “cookie bite” or reverse slope listener will have greater difficulty understanding speech when environment is noisy and/or reverberant, such as a typical classroom setting.</li> <li>■ A 25–40 dB degree of loss in the low to mid-frequency range may cause the child to miss approximately 30% of speech information if unamplified; some consonant and vowel sounds may be heard inconsistently, especially when background noise is present.</li> <li>■ Speech production of these sounds may be affected.</li> </ul>	<ul style="list-style-type: none"> <li>■ Child may be accused of selective hearing or “hearing when he wants to” due to discrepancies in speech understanding in quiet versus noise.</li> <li>■ Social problems may arise as child experiences difficulty understanding in noisy cooperative learning situations, lunch, or recess.</li> <li>■ May misconstrue peer conversations, believing that other children are talking about him or her.</li> <li>■ Child may be more fatigued in classroom setting due to greater effort needed to listen.</li> <li>■ May appear inattentive, distractible, or frustrated.</li> </ul>	<ul style="list-style-type: none"> <li>■ Personal hearing aids important but must be precisely fit to hearing loss.</li> <li>■ Child likely to benefit from a soundfield FM system, a personal FM system, or an assistive listening device in the classroom.</li> <li>■ Student is at risk for educational difficulties.</li> <li>■ Can experience some difficulty learning sound/letter associations in Kindergarten and Grade 1 classes.</li> <li>■ Depending upon degree and configuration of loss, child may experience delayed language development and articulation problems.</li> <li>■ Educational monitoring and teacher in-service is warranted.</li> <li>■ Annual hearing evaluation to monitor for hearing loss progression is important.</li> </ul>

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## Appendix A

### Relationship of Hearing Loss to Listening and Learning Needs

<b>HIGH FREQUENCY HEARING LOSS</b>		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Child can “hear” but can miss important fragments of speech.</li> <li>■ Even a 26–40 dB loss in high frequency hearing may cause the child to miss 20–30% of vital speech information if unamplified.</li> <li>■ Consonant sounds /t/, /s/, /f/, /th/, /k/, /sh/, and /ch/ likely heard inconsistently, especially in noise.</li> <li>■ May have difficulty understanding faint or distant speech, such as a student with a quiet voice speaking from across the classroom; will have much greater difficulty understanding speech when in low background noise and/or when reverberation is present.</li> <li>■ Many of the critical sounds for understanding speech are high pitched, quiet sounds, making them difficult to perceive; the words <i>cat</i>, <i>cap</i>, <i>calf</i>, and <i>cast</i> could be perceived as “ca”; word endings, possessives, plurals, and unstressed brief words are difficult to perceive and understand.</li> <li>■ Speech production may be affected.</li> <li>■ Use of amplification is often indicated to learn language at a typical rate and ease learning.</li> </ul>	<ul style="list-style-type: none"> <li>■ May be accused of selective hearing due to discrepancies in speech understanding in quiet versus noise.</li> <li>■ Social problems may arise as child experiences difficulty understanding in noisy cooperative learning situations, lunch, or recess.</li> <li>■ May misinterpret peer conversations.</li> <li>■ Child may be fatigued in classroom due to greater listening effort.</li> <li>■ May appear inattentive, distractible, or frustrated.</li> <li>■ Could affect self-concept.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student is at risk for educational difficulties.</li> <li>■ Depending upon onset, degree, and configuration of loss, child may experience delayed language and syntax development and articulation problems.</li> <li>■ Possible difficulty learning some sound/letter associations in Kindergarten and Grade 1 classes.</li> <li>■ Early evaluation of speech and language skills is suggested.</li> <li>■ Educational monitoring and teacher in-service are warranted.</li> <li>■ Will typically benefit from personal hearing aids and use of a soundfield or a personal FM system in the classroom.</li> <li>■ Use of ear protection in noisy situations is imperative to prevent damage to inner ear structures and resulting progression of the hearing loss.</li> </ul>
<b>FLUCTUATING HEARING LOSS</b>		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> <li>■ Of greatest concern are children who have experienced hearing fluctuations over many months in early childhood (multiple episodes with fluid lasting three months or longer).</li> <li>■ Listening with a hearing loss that is approximately 20 dB can be compared to hearing when index fingers are placed in ears.</li> <li>■ This loss or worse is typical of listening with fluid or infection behind the eardrums.</li> <li>■ Child can “hear” but misses fragments of what is said. Degree of difficulty experienced in school will depend upon the classroom noise level, the distance from the teacher, and the current degree of hearing loss.</li> <li>■ At 30 dB, can miss 25–40% of the speech signal; child with a 40 dB loss associated with “glue ear” may miss 50% of class discussions, especially when voices are faint or speaker is not in line of vision.</li> <li>■ Child will frequently miss unstressed words, consonants, and word endings.</li> </ul>	<ul style="list-style-type: none"> <li>■ Barriers begin to build with negative impact on self-esteem as the child is accused of “hearing when he/she wants to,” “daydreaming,” or “not paying attention.”</li> <li>■ Child may believe he/she is less capable due to understanding difficulties in class.</li> <li>■ Typically poor at identifying changes in own hearing ability. With inconsistent hearing, the child learns to “tune out” the speech signal.</li> <li>■ Children are judged to have greater attention problems, insecurity, and distractibility and to lack self-esteem.</li> <li>■ Tend to be non-participative and distract themselves from classroom tasks; often socially immature.</li> </ul>	<ul style="list-style-type: none"> <li>■ Impact is primarily on acquisition of early reading skills and attending in class.</li> <li>■ Screening for language delays is suggested from a young age.</li> <li>■ Ongoing monitoring for hearing loss in school, communication between parent and teacher about listening difficulties, and aggressive medical management are needed.</li> <li>■ Will benefit from soundfield FM or an assistive listening device in class.</li> <li>■ May need attention to development of speech, reading, self-esteem, or listening skills.</li> <li>■ Teacher in-service is beneficial.</li> </ul>

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## Appendix B

### Hiring an ASL-English Interpreter

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#### Interviewing and Screening Interpreters

The Manitoba Education, Citizenship and Youth (MECY) Provincial Outreach Team, in collaboration with the school-based team and the teacher of the Deaf and/or hard of hearing, can assist school divisions in hiring signers and interpreters by offering an assessment tool that evaluates the level of interpretation skills. These screenings can also assist administrators in completing school-based evaluations regarding interpretation skills.

MECY is aware that there is a shortage of interpreters in Manitoba, particularly in rural and isolated parts of the province. Screening assists in choosing the best option in difficult situations.

For more information, please visit the Manitoba Deaf and Hard of Hearing Services Unit website at [www.edu.gov.mb.ca/k12/dhh/index.html](http://www.edu.gov.mb.ca/k12/dhh/index.html).

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#### Qualifications of Interpreters

Qualifications of ASL-English interpreters include the following:

- graduation from an ASL-English Interpreting Program (AEIP)
- active dual membership in the Manitoba Association of Visual Language Interpreters (MAVLI) and the Association of Visual Language Interpreters of Canada (AVLIC)
- experience working with students who are Deaf and/or hard of hearing
- basic understanding of hearing loss and its effect on the social, physical, and psychological development of individuals who are Deaf and/or hard of hearing
- basic knowledge of language acquisition and development
- an awareness of Deaf culture specifically and cultural diversity generally, and their relationship to students' development and self-perception
- knowledge of community resources available to students and their families
- ability to establish and maintain effective working relationships and to work collaboratively as a member of an educational team
- strong interpersonal, organizational, and communication skills
- commitment to professional learning specific to interpreting
- knowledge of the basic aspects of students' educational, physical, social, and emotional development
- understanding of the basic principles of educational practices, the function of support services, and the role of interpreters as part of an educational team

AEIP programs from two to four years in length are offered on a full-time basis. ASL classes are offered in 40-hour blocks several times a year – these are the stepping stones to entry into the AEIP.

The skill level of signers and ASL-English interpreters has a great impact on the amount of curriculum that the student who is D/HH is able to access. To hire the most qualified candidate, administrators look for completion of an AEIP program.

When trained interpreters are unavailable, individuals who are fluent in ASL may be considered as temporary candidates if they have successfully completed a recognized screening, such as the one that Manitoba Education, Citizenship and Youth provides.

Job titles or job classifications for qualified interpreters tend to vary between school divisions. Professional standards support the accurate title of “ASL-English interpreter.”

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Interpreters follow a code of ethics that binds them to professional behaviour and conduct. To view this code, see the Code of Ethics and Guidelines for Professional Conduct at [www.avlic.ca/resources.php?coe](http://www.avlic.ca/resources.php?coe).